

## THE USE OF DATA FOR MAKING INSTRUCTIONAL & PLANNING DECISIONS

### **What the Research Says**

According to Joseph Juran (1992), the term *data* refers to a body of information derived from prior activity, organized and studied to aid in the conduct of future activities. Data is the major resource for planning.

Tom Peters (1987) calls data the basis for measuring improvement, saying, “What gets measured gets done.” The continual collection of important data fuels improvement. A quality system that includes data collection and analysis and the setting of goals drives positive change. The movement to the achievement of goals

is kept in focus by the constant feedback provided by data.

### **What Virginia’s Educational Reform Says**

The SOA address the need for schools to use data to make decisions about instruction and planning. The SOA require the school staff and community representatives to review annually the extent to which the school has met its prior goals and objectives; to analyze the school's student performance data, including data by grade level or academic department as necessary; and to report these outcomes to the division superintendent and the community in accordance with local school board policy (8 VAC 20-131-20).

## USING DATA INDICATORS

Number	Descriptor
<b><i>D 1</i></b>	<b><u><i>Instruction</i></u></b>
D 1.1	Using data/evidence from multiple sources to plan instruction that promotes the attainment of state standards and essential understandings, knowledge, and skills.
D 1.2	Collecting, compiling, and analyzing data related to instructional practices to determine the degree of alignment with state learning standards and to identify professional development needs
D 1.3	Sharing responsibility for collecting and compiling related to instructional programs and services
D 1.4	Sharing responsibility for analyzing data and making instructional decisions based on the results
D 1.5	Collecting and compiling individual student performance data to identify students' needs, plan instruction, and monitor individual student progress over time
D 1.6	Using results of data analyses to design, monitor, and evaluate instructional programs, support services, and professional development activities
D 1.7	Training staff in the processes and procedures for collecting and analyzing classroom-based, local, and state assessment data to make instructional decisions
<b><i>D 2</i></b>	<b><u><i>School Improvement Planning</i></u></b>
D 2.1	Compiling and using data/evidence from several sources to develop a profile of the school related to student performance
D 2.2	Analyzing data/evidence related to the perceived limitations of instructional practices and organizational conditions to identify goals and objectives for school improvement planning
D 2.3	Analyzing data over time to look for trends in student performance and to identify strengths and limitations of instructional programs and services
D 2.4	Disaggregating state and local student performance data by appropriate subgroups of students to identify needs and monitor student progress
D 2.5	Collecting and analyzing data/evidence on a regular, periodic basis to monitor plan implementation and to evaluate improvements over time
D 2.6	Making data relevant to the implementation of school improvement strategies and initiatives available and accessible to staff
D 2.7	Training staff in collecting and analyzing data to identify relevant goals and objectives for school improvement planning and to monitor the plan's implementation and evaluate improvements over time